**SED Update**

**January 2016**

Updated January 13, 2016

**special education**

**Proposed Amendment of Part 279 of the Regulations of the Commissioner of Education Relating to State level Review of Impartial Hearing Officer Determinations for Students With Disabilities**

The proposed amendment is needed to correct citations and references, provide clarification of the procedures concerning appeals of impartial hearing officer decisions to a State Review Officer, and to expedite and otherwise facilitate the processing of petitions for review to State Review Officers.

<http://www.regents.nysed.gov/common/regents/files/116p12d3.pdf>

**2015-16 Application for Exception to the One Percent Cap on Proficient or Above Scores Based on Alternate Achievement Standards**

The application to request an exception from NYSED to exceed the 1.0 percent cap in counting as proficient and advanced for accountability purposes, during the 2014-15 school year, the scores of students with the most significant cognitive disabilities based on alternate academic achievement standards is available at:

<http://www.p12.nysed.gov/specialed/timely.htm>

**Field Advisory Memo: School Districts’ Responsibilities to Provide Students with Disabilities with Specially Designed Instruction and Related Services in the Least Restrictive Environment** The purpose of this memorandum is to seek the attention of parents, school districts and communities to maximize participation of students with disabilities, in general education programs and to ensure that students with disabilities are being provided with opportunities to receive high-quality instruction in the LRE.

<http://www.p12.nysed.gov/specialed/publications/2015memos/documents/SpecialEducationFieldAdvisoryMemoLRE.pdf>

Individual district data can be found at <http://data.nysed.gov/lists.php/type=district>

Written comments on the proposed policy can be submitted to [spedpubliccommen@nysed.gov](mailto:spedpubliccommen@nysed.gov)

**Annual Registration of All New Students Classified as Legally Blind for Procurement of Adapted Educational Materials Produced by the American Printing House for the Blind**

The annual registration form for students who are legally blind and **newly enrolled** as of January 5, 2016 of this school year is now available at:

<http://www.p12.nysed.gov/specialed/publications/2015-memos/documents/APHFieldMemoDec2015.pdf>

**Appeal of Scores for the Safety Net Local Diploma for Students with Disabilities** Amendment to Regulations regarding Graduation Requirements to Extend the Appeal Process to include Appeal of Scores for the Safety Net Local Diploma for Students with Disabilities <http://www.regents.nysed.gov/common/regents/files/1215p12a1.pdf>.

**BOARD OF REGENTS: December and January**

**AIMHighNY Survey** **Review**

The AIMHighNY survey was a tool used by the Department to engage with a wide variety of stakeholders (parents, educators, communities) that allowed users to provide feedback on the ELA and mathematics Common Core Learning Standards.

<http://www.regents.nysed.gov/common/regents/files/1215p12d4.pdf>

**Dear Colleague Letter: Every Student Succeeds Act**

<http://www2.ed.gov/policy/elsec/leg/essa/transition-dcl.pdf>

This letter was issued to states to clarify initial steps for states, districts and schools as they transition to the new law which helps ensure educational opportunity for all students by:

* Holding all students to high academic standards that prepare them for success in college and careers;
* Ensuring accountability and guaranteeing that when students fall behind, steps are taken to help them and their schools improve, with a particular focus on the very lowest-performing schools, high schools with high dropout rates, and schools where subgroups are falling behind;
* Continuing to ensure that parents and educators have annual assessment information they need about how students are doing, while supporting states and districts in reducing unnecessary, onerous and redundant testing;
* Expanding access to high-quality preschool;
* Empowering state and local decision-makers to develop their own strong systems for school improvement; and
* Strengthening competitive programs that will spur reform and drive opportunity and better outcomes for America's students.

**Summary of New York Common Core Task Force Final Report**

Summary chart of each of the Common Core Task Force’s recommendations and what the Regents/SED’s actions have been in working toward the implementation of them.

<http://www.regents.nysed.gov/common/regents/files/Summary%20of%20New%20York%20Common%20Core%20Task%20Force%20Final%20Report_0.pdf>

**Expanding Graduation Pathways for All Students**

Given the most-recent graduation data for the 2011 cohort, the Regents is being asked to consider supporting the broadening of pathways to a high school diploma in consideration of the following three proposals: (1) Expanding the existing eligible score band for an appeal on a Regents exam by two additional points; (2) Awarding a Career Development and Occupational Studies (CDOS) Commencement Credential in lieu of one of the Regents examinations; and (3) Creating a project-based assessment program for students who pass the coursework required for a regular diploma but who are unable to pass an associated required Regents examination.

<http://www.regents.nysed.gov/common/regents/files/116brd1.pdf>

**Proposed Recommendations from the Workgroup to Improve Outcomes for Boys and Young Men of Color and Blue Ribbon Committee**

<http://www.regents.nysed.gov/common/regents/files/1215bra7.pdf>

Recognizing there is still a disparity in achievement for boys and young men of color, the Regents have assigned a work group to make recommendations for education policy, legislative policy and budget proposals to improve the health and educational outcomes of boys and young men of color. This come out of President Obama’s unveiling of the “My Brother’s Keeper” initiative.

Supplemental Presentation:

<http://www.regents.nysed.gov/common/regents/files/Tuesday%20FB%20Workgroup%20Slides.pdf>

**Provision of Educational Programs to Incarcerated and Detained Youth**

Outlines current obligations of districts who have students under the age of 21 who are incarcerated and opens the discussion with the Board of Regents to engage with stakeholders for the purpose of developing recommendations regarding changes to Commissioner’s Regulations including, but not limited to instructional time, professional development, the development of educational plans, enrichment activities and CTE, and/or state law for consideration by the Board of Regents later in 2016.

<http://www.regents.nysed.gov/common/regents/files/116p12d2-revised.pdf>

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